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THE NATIONAL CONGRESS OF MOTHERS MAGAZINE

Vol. III.

JANUARY, 1909

No. 5

"For the Welfare of the Child"

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Vol. III

JANUARY, 1909

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THE PRESIDENT'S DESK

THE OUTLOOK FOR 1909

Almost a decade of the twentieth century has
passed!

Who can look over the world to-day without seeing
that amid the turmoil and evil the spirit of love and
service is moving over the earth. Love to God, which has its expression in
service to mankind, is entering into the hearts of men and never in the world's
history has there been so much thought for the welfare of others.

The unrest and upheavals in business and politics have brought temporary
hardship, but they are pointing the way to higher ideals in business and
citizenship.

The accumulation of money regardless of other's rights and of the common
good is ceasing to be the one goal of Americans. The man who wins wealth
to-day by oppressing others loses the respect of his fellowmen.

Tolerance between people of different religious faiths is rapidly supplant-
ing the old religious quarrels, which in olden times caused many wars. Men are
beginning to realize that there are many roads to heaven, and that one cannot
criticise one's neighbor because he takes a different path. The heart of religion,
which has its outlet in service to humanity, has never been as prevalent as
to-day.

The earnest effort to arbitrate differences between nations has made great
progress. All nations are not civilized, and while wars may not be abolished
at once, eventually arbitration must take the place of war as the method of
settling national differences.

Prevention is the keynote of the twentieth century. Tuberculosis, which
has resisted the most learned physicians for centuries, has finally yielded to the
wise men who have mastered the secret of its approach, and its doom as a
destroyer is sounded.

The establishment of Juvenile Courts and probation belongs to this decade and has opened greater possibilities in the protection of childhood and the prevention of crime than have ever been under old methods. The telephone, the motor-car, wireless telegraphy and the airship have annihilated space and in promoting intercourse between nations and people are giving to each the other's point of view.

Government instruction in scientific farming, irrigation, rural mail delivery, the protection of nature's wonders, pure food laws are some of the good things the National Government has given to the people.

It is fraught with deep significance to the future that the President of the United States and the Departments of the Government gave their aid to the National Congress of Mothers in bringing together the nations of the world to consider the welfare of the child at an International Congress in Washington. It is no less significant that the educators of the country are coöperating with the National Congress of Mothers in forming parents' associations in public schools for the study of childhood, and coöperation of parents and teachers in education.

The education for parenthood will thus be provided, which means the physical and moral uplift of the race. To give the children wholesome surroundings, good home nurture and true ideals will do more than aught else to raise the world.

Congested slums must be eliminated. The fiat has gone forth. Chicago has led the movement for the municipal establishment of recreation centres, accessible to those who most need them. Other cities are following in the protective and preventive work for purer conditions which take precedence of all other municipal work.

America unites under its flag men of every nation. A stronger, better race is being evolved. A nation is in the making.

The tapestry of life in the weaving shows many rough places, but bright glimpses of what is to be the finished picture give courage and joy that we are permitted to have a share in the weaving.

Mr. Gifford Pinchot, Chief of the Government
NATURE STUDY Department of Forestry, Washington, D. C., will contribute an article each month, during 1909, to the
AND FORESTRY NATIONAL CONGRESS OF MOTHERS MAGAZINE.

He will furnish to one school in each county, a nursery of young trees for the children to raise until they are large enough to be transplanted, and when they can be used for tree planting on Arbor Day. The National Congress of Mothers desires to extend this generous offer to the readers of the Mothers' Congress Magazine.

Your children's school will be thus favored if your application is made before others. There is nothing that interests children more than to see things grow, to have a garden and watch each living thing as it develops. Nature Study is an invaluable part of education. When a child's life is filled with

living wholesome interests it is the greatest safeguard against evil that he can have.

Communicate with the principal of your children's school, and if he can find a place for the nursery of trees, write at once to Mr. Pinchot. If there is no place for them in that school, perhaps you can see that some other school has the benefit of this offer. If you are interested in helping the schools to secure this important adjunct, write to your friends, or send them a marked copy of the Magazine.

The National Congress of Mothers would like to have the name of one woman in every county who is interested in Nature Study and Forestry and who would promote the efforts of the Department of Forestry to give to every child a knowledge of trees and of their important relation to water supply and climate.

If this offer of Mr. Pinchot's were accepted in every county, and as the trees were large enough to plant by the road side, each child could have the privilege of so planting one of the trees he had tended, the highways of the land would become avenues of beauty and comfort.

Who can see the elm shaded streets of New England towns without gratitude that a previous generation has done so much for our comfort and pleasure.

No more practical plan for beautifying the entire country has ever been made by the Government than this which Mr. Pinchot makes through the Mothers' Congress.

COMMITTEE OF NATIONAL
CONGRESS OF MOTHERS MEETS
RURAL COMMISSION

By the request of President Roosevelt a committee of the National Congress of Mothers met the Rural Commission in Washington, December 22, to confer on rural

life as it relates to women and children. Plans were made for practical lines of work which will be pursued by the Congress in furtherance of the work outlined by the Commission.

WHERE TO SEND FOR
GOVERNMENT PUBLICATIONS
ON FOOD

The reference to the publications of the Department of Agriculture in the article on "School Luncheons," in the November MAGAZINE, brought a thousand requests to the Department

for their pamphlets.

The nutrition investigations of the Department of Agriculture have been carried on by the office of Experiment Stations. Bulletins can be obtained on request from Dr. A. C. True, Director of the Office, Washington, D. C. They are invaluable to mothers and housekeepers.

California Congress of Mothers and Parent-Teacher Associations

President: Mrs. Chalmers Smith.

The alliance of the Parents' Associations of Los Angeles and Pasadena, in May, 1900, was brought about through the efforts of Miss Mary E. Ledyard, at that time Supervisor of the Kindergarten Department, and Prof. James A. Foshay, Superintendent of City Schools. Twenty-two associations in connection with the schools of Los Angeles became charter members of the alliance. In March, 1901, Pasadena and Long Beach joined.

At the second annual meeting fifty-four Parents' Circles were members. In 1903 seventy Circles were members and the work had extended into other parts of California. Mr. Bettinger, Assistant City Superintendent, in the plan for proposed changes in the courses of study asked the views of the teachers by grades.

The views of principals were then given, and for the first time in the history of the world a room in a school was set apart and mothers were invited to give their views on school matters.

The Board of Education in 1901 defined the relationship existing between the Board and the Parents' Associations in the following resolutions:

"Now, therefore, be it resolved, That this Board heartily endorses the work, and trusts that it may be a perpetual organization; and be it further resolved, That this Board assures said Congress that it stands ready to

render any possible and consistent assistance."

The Board of Education in September, 1908, made the following rulings:

"The Parent-Teacher Associations shall be auxiliary to the public schools. Whenever a local Association is formed in a community, it shall be permitted to hold its regular meetings in the school house, and it shall be the duty of the principal and teachers of the school to further the work of the Circle in every way possible. No pay entertainments and no tickets shall be sold there, and the schools shall not support or assist any commercial undertaking whatever. All programs to be given in the public schools shall be submitted beforehand to the Superintendent for his approval."

The California Congress of Mothers and Parents' Associations has been greatly strengthened by the Board of Education making it auxiliary to the public schools. One hundred Circles and seventeen standing committees are now included in the Congress.

Each Association has a membership committee of its own, having the work divided into three sections, as follows: First, to obtain names from principals of all mothers who have children in the school, so the committee can call upon them and invite them to become active members.

Second, to obtain names from the Secretary of all members who are active so the committee can call upon them and become better acquainted

with them, and if each member of said committee has a few names to be responsible for, the entire Circle could be quickly notified of any extra meeting and could also report cases of sickness or change of address.

Third, the members get acquainted and can work better after meeting informally. Many have doubled their membership by this plan.

The California Congress maintains a bed in a children's hospital and each Circle visits the hospital on a given date each year and takes such contributions as it may desire.

The Congress has a membership in the Maternity Hospital where needy mothers receive careful attention gratuitously.

An Emergency Hospital has done important work in furthering the work of true charity by giving aid to mothers and children. The work is carried on principally through the schools, requests coming from principals, teachers and school nurse.

The Chamber of Commerce gives three rooms for the use of the Emer-

gency Committee and the Board of Education has furnished them.

A Playground Committee has urged the placing of a playground apparatus on the school grounds. Three have been thus equipped and are open all the year.

The Literature Committee urges simple programs and that the subjects discussed at the meetings of the Parent-Teacher Associations shall be those of vital importance to the welfare of children mentally, physically and morally.

The reading of a paper carefully prepared by the best authorities dealing with perplexities daily confronting parents, followed by a general discussion of the pertinent points by parents and teachers, is a good way to get at facts instead of theories.

The history of California Congress of Mothers and Parent-Teacher Associations has just been published and is full of valuable suggestions. Copies may be purchased of the Historian, Mrs. H. La V. Twining, 1308 Calumet street, Los Angeles, Cal. Price, 15 cents.

The Report of the First International Congress on the Welfare of the Child

March 1908, Illustrated.

Containing Addresses by President Roosevelt, Hon. Elmer Ellsworth Brown, Officials of Foreign Countries, Governors, Delegates, Noted Specialists.

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Country Life

From a Message to Rural Commission, Theodore Roosevelt, President

"The farm grows the raw material for the food and clothing of all our citizens; it supports directly almost half of them; and nearly half the children of the United States are born and brought up on farms. How can the life of the farm family be made less solitary, fuller of opportunity, freer from drudgery, more comfortable, happier and more attractive? Such a result is most earnestly to be desired. How can life on the farm be kept on the highest level, and, where it is not already on that level, be so improved, dignified and brightened as to awaken and keep alive the pride and loyalty of the farmer's boys and girls, of the farmer's wife, and of the farmer himself? How can a compelling desire to live on the farm be aroused in the children that are born on the farm? All these questions are of vital importance not only to the farmer, but to the whole nation.

"We hope ultimately to double the average yield of wheat and corn per acre; it will be a great achievement; but it is even more important to double the desirability, comfort and standing of the farmer's life."

"It is especially important that whatever will serve to prepare country children for life on the farm, and whatever will brighten home life in the country and make it richer and more attractive for the mothers, wives and daughters of farmers, should be done promptly, thoroughly and gladly. There is no more important person, measured in influence upon the life of

the nation, than the farmer's wife, no more important home than the country home, and it is of national importance to do the best we can for both."

The National Congress of Mothers, which seeks to reach every home and bring light and cheer to every parent, wise loving guardianship to every child, has a vital interest in the effort that is being made by the President to improve the conditions of country life.

One woman writes, "Few women understand, even if they sympathize with the agony of the daily routine of milking, churning, looking after two or three hundred chickens annually, making all the garden and tending it, preparing in the summer season the fuel supply, and generally gathering the kindling, doing the laundry, for the entire family, men's Sunday collars thrown in, cooking, sewing, making rag carpets and quilts (the last two for pasttime?), house cleaning, preserving, canning, drying fruits, pickling and looking after the annual butchering, nursing the sick and cooking for the hired men—the isolation and loneliness caused for months in the year by impassable roads and inclement weather has driven many women insane."

Surely the time has come when the farmer's wife should receive consideration, when her lot should be made easier, when young people should not be driven to the city to seek pleasures and sports which might be provided at home.

The Child Wives of India



To the busy, hurrying world there comes to-day, the cry of little children in deep distress. It is a wail of agony from the profoundest depths of human misery, beseeching the whole world for help. The tender suffering, little daughters of India are appealing to the strong of the earth to hasten and lift them from their appalling condition. Millions of baby hands are outstretched to some savior to break the chains that hold them, body and soul, beneath the monstrous custom of "Infant marriage." Millions in pain and fear are waiting for release and millions are dying because still left to be cruelly slaughtered on the altar of lust and crime.

Through the Press it is the desire of the writer to reach the heart of the humane world on behalf of these infant martyrs, so helpless to defend and free themselves from a fate far worse than death.

Fathers and mothers, having loving care over your little daughters, shielding them from abuse and grief, espe-

cially during the tender period of infancy and childhood, suppose you were bound by a cruel custom to send forth one of six or seven years into a strange household and give her to the absolute authority and keeping of a man of mature years, who would demand of her, so little and tender, the duties of a wife and mother?

In India, marriage must be accomplished before the little girl reaches the age of twelve, or she, and often her whole family, is ostracized and suffers under the loss of caste. Caste enforces rules and regulates marriage.

A man may be infirm, insane, loathsome, diseased, cruel and utterly reprobate, yet he can receive into his power, through marriage, and deal with her as he will, a little girl of any age under twelve, if the caste relations between them are according to the laws of that system.

Accepting these sacrifices to be duty, and suffering under caste compulsion themselves, the parents place, and often even drive their helpless lit-

the daughters into this pit of marital corruption and distress, despite the tears and pleadings for escape. The victims of this cruel custom, parents and children alike, have no redress from any source whatever. The little bride enters her husband's family to endure a wretched life in which the childhood is crushed out of her. Often she finds herself not the only wife of her husband, and she is subjected to the jealousy and hatred of her predecessors. It is not unusual for the newcomer to be poisoned. Should she pine to be allowed to go home to her parents, she is forbidden by the inexorable laws for her conduct in married life.

When she displeases her lord and master, he is fertile in most cruel punishments, and when he tires of her, or she becomes ill and mutilated by his treatment, he can, with impunity, cast her friendless into the streets to become the prey of some other destroyer than her husband.

When becoming a mother she does not receive the consideration that should be bestowed upon a woman in that condition, and be it remembered that THIS mother is but a LITTLE CHILD. Should she give birth to a son, she receives some approbation, but if a daughter be born, both the unfortunate little mother and her baby are under condemnation, because girls are despised and unwelcomed. These small mothers are less robust and far more frail in physique than the American or English child of a corresponding age. How can they be otherwise than feeble or undeveloped when born of wedlock that entails offspring, insufficiently nourished and at the heavy expense of the child-mother?

Much might be told of the awful experiences of these tiny mothers, but the facts are unfit for revelation through the columns of public reading.

The census of 1891 gives the following returns of early marriages in British India:

Females under four years of age, 258,760; females from five to nine years of age, 2,201,404; females from ten to fourteen years of age, 6,016,759, and these to men of all ages.

In 1901 two women traveled through India, investigating these dreadful conditions. With hearts rent with what they had discovered, they returned to the United States and spread their knowledge wherever opportunity permitted. Thus they succeeded in enlisting practical sympathy, which has been embodied in the "Indo-American Woman's Restoration League." The purpose of this organization is to aid in bringing about the enactment of a special law to protect the little girls of India until they are 16 from the horrors of child marriage.

Many of India's best and ablest men realize the disastrous effect of immature parentage, and therefore desire this reform. They realize that child marriage is an insuperable barrier to all progress for the Indian race and that to abolish this unnatural custom would open the door to immense possibilities.

Great Britain in its treaty with India agreed never to interfere with the customs of the Hindu people. No change in laws can therefore be made until India petitions that such laws be passed. The Indo-American Woman's Restoration League is working earnestly to organize the sentiment of the most thoughtful and advanced men of

the Indian race to thus petition Great Britain.

Race pride and the conviction that child marriages are causing the deterioration of the Indian race may cause a change. The status of woman in India is so low that such a change must be made for other reasons than pity for helpless childhood.

The movement is one that must be kept distinct from missionary work for the Hindu would not coöperate in any effort which savored of interference with his religion. For the little children of India I ask the coöperation and sympathy of the mothers of the United States.—*Caroline P. Wallace.*

The Greatest Educational Need

By **HARRIET H. HELLER**

The educational need which presses hardest upon me is the necessity of realizing that development of the intellect is not educational, but only one phase of it.

We can accomplish but little, either as teachers, mothers, or citizens, until some clearness concerning demand and conditions is evolved within us, and so far we worship attainment, strength and cunning of the mind more than more fundamental and substantial things.

Does the boy read in the second reader? Does he know fractions? is much less important, whatever his age, than, Does he play fairly? Will he help or impose on the weak? Is he happy? Rightly adjusted to all things? In short, is he learning to live and enjoy living rightly?

All the elements that go to make up moral and spiritual attainment are as truly learned and as easily taught, to speak with moderation, as fractions and spelling.

Whether John, boy, masters with avidity the intricacies of "an egg and a half and a hen and a half in a day and a half" or fails to master it makes only about this difference to me. If he does, he will perchance become my attorney. If he does not, he may per-

chance serve me as bricklayer or engineer.

It will be readily seen that a moral delinquency can be better withstood from the "heady" man than from the handy man. The lawyer may injure my purse by his tricks but the bricks of the bricklayer endanger my life, and the least swerving from duty on the part of the engineer may end the lives of many. It is manifest then that what John, boy, is is vastly more important to all than what he can do by virtue of his intellect. What he feels like doing and what he wills to do is much more important than what he knows.

Incidentally we do much positively and negatively for the moral and spiritual growth but directly 99 per cent. of our force goes to the training, but not always the development.

When we, the public, realize that children may even with difficulty be led to right attitudes to man and society, which is, I think, what we mean by good citizenship, to nature and to God, which is religion—we shall have put the emphasis in the right place and, incidentally, the fractions and the reading will not come so hard.

To lead the public to see all this is to have attained it.

“Peculiar Boys”

To mothers the management of the peculiar child is something of a bug-bear. I have known many mothers who claim peculiarity for children who are not peculiar, but who are only below average. It is a sort of self-love on the part of the parent that should be conscientiously uprooted. Try to find a reason for the peculiarity claimed for the child.

I have heard the master of a large boarding school for boys say that he dreaded receiving new pupils. When I asked his reason, he answered with an unpleasant sort of a laugh, “Oh, the mothers always come with them, and that means ‘the boy is a wonder’ of some sort, or ‘so peculiar,’” and he mocked the anxious mama with a drawling, wheedling tone that carried the point far more effectually than a more kindly repetition of just the same words would have done.

A boy was brought to me by his mother to be taught to paint. He was regarded at home as an infant prodigy, an Ary Sheffer, indeed! “He can paint *anything*,” his mother assured me, but I was not impressed with any appearance of ability on the part of the lad; indeed, he gave an exhibition of temper that was far from gentle before the first lesson was over, and his mother accompanied him when he presented himself for his second lesson to explain to me that “Paul wanted to be taught to paint, not to draw.” In vain I explained the necessity of a knowledge of perspective, his mother was firm in her determination to have the lessons as she wished. “He can paint a *beautiful* back-

ground,” she assured me, and she also found much fault with my being so strict with him as to *cause* him to lose his temper at his first lesson. Alas, there was no second lesson, for I could not allow the spoiled child to set aside my own peace of mind. I dismissed them both and was soundly berated for my lack of patience. To my way of thinking, Paul was “spoiled” or over-indulged, and nothing more. His mother, inflated by her own self-love, was anxious to see some sign of talent that she might hasten to proclaim the great genius she had brought to the world. She was an unthinking mother who, first of all, did not know that “genius” means capacity for hard work, and her inflamed egotism made itself manifest in the child. What sort of a man grows out of such boyhood?

I once knew of a man who was violent in temper, untruthful, and, it naturally followed, deceitful. His son, in the way of excusing some rudeness on the part of his father, said naively, “You see, if he had had a different mother he wouldn’t be the sort of man he is,” and yet, not once, but forty times, I have heard this very mother say, “He was a very peculiar boy.” Rather *she* was peculiar.

To-day there are too many mothers who, by their imaginings, are *making* peculiar children who otherwise would be perfectly normal. Find out what is the natural taste of the boy and give him a chance to develop his desire for such knowledge, not forgetting his obligations in life to the others of the family. As children grow older they should be given a

share of the "family labor." Each family is a corporation, and each member should feel individually concerned. Americans, as a class, have too many servants. The care of the children is too often shifted to the shoulders of those who are paid to bear the burden, who bear it grudgingly, and who fail utterly to train the child to feel this singleness of interest in the welfare of the family.

The care of so-called peculiar boys, and peculiar girls for that matter, is a care that should be borne by one person, and that person should be the mother, or some one who is single in purpose and who will, by "word upon word, line upon line, precept upon precept," so influence and train the growing child that insensibly he is guided to this end: his father and he are co-workers, he has a part in the fascinating affairs of the family, instead of being sent away with his sister "to play," while the elders discuss perfectly simple affairs connected with the administration of the home.

The daily regimen of the child has all to do with his good health. Rules of regularity and cleanliness affect the moral as well as physical development. These should be insisted on with the "peculiar" child.

On rising, which should be at the same minute each morning, a sponge bath of tepid water should be taken, followed by a brisk rubbing, then as soon as dressed the boy should be taught to compose himself for five minutes. He should sit quietly, relaxed, thinking of nothing but some sweet picture, a bird, a flower—for five minutes is not much—and then breakfast, with absolutely no coffee allowed, then school.

After school and a good romp, at say five o'clock, another period of restful silence in the same room with the same quiet subject, and after the lessons the warm and simple evening meal. Then, the half-hour with mother, who will explain away any trouble, and guide the young mind to the "Loving God"—you will find this the best way for all your peculiar children. Treat them normally, both boys and girls, avoid all flattery and all references to any peculiarity. I have no doubt that there are those who have a right to be called peculiar, but I have never found one who would have had the name tied to him had it not been given him by his mother, who gave it because she *hoped* to be called the "Mother of a Genius."—*Matilda Roume.*

How to Organize Parents' Associations, With Suggestions for Program

A new and attractive edition of "How to Organize Parents' Associations" has been prepared by Mrs. W. S. Hefferan, Chairman of Parent-Teacher Department National Con-

gress of Mothers. It will be sent free (if stamp is enclosed) to anyone desiring information and guidance in forming Parents' Associations or Mothers' Circles.



The Class in Gardening.

The Making of Citizens—Life Stories for Life Savers

JAMES STRUTHERS HEBERLING, A.M.

III. *Jack Macy.—Incorrigible*

"There is one angel face which will never give you any trouble." The speaker, charmed by the cherubic features of the lad whom he was observing, felt that here was one boy who was too good for the Republic. I have learned through experience that no boy has ever come our way who did not need the special training we could give him at the time he most needed it. Consequently, this prophecy made us only more watchful and careful in the days of first acquaintance with this boy. The halo of innocence soon faded, and when, after a few days, he managed to steal from the incoming mail a letter containing his papers of surrender to our care, I knew that the boy needed us, and that his transformation would test our system and ourselves to the limit of methods, tact, patience and resource.

Innocence dethroned was Jack Macy. Ten years was his age. A child in years, yet old in the things that age one more than time. Born in a home of wealth and comfort, he wakened in a world of promise, away from the degrading influences of life. Sadly and quickly his environment changed. Death robbed him of a mother's love and protection, while Sin lured away his father until he wrecked himself, his home, and his motherless children on the rocks of iniquity. A fugitive from justice in another land, he cared not for the ten-year-old boy stranded on the streets of New York, homeless, tempted and alone. The lad finally made his way to the home of an aunt in a distant city. Here for a brief period he was sheltered, until one day he committed a dishonest act. There

was no forgiveness, no word of kindly help, no probation. This incident furnished a reasonable excuse in the minds of his own flesh and blood for getting rid of the unwelcome responsibility thrust upon them, and for asking strangers to do what they were unwilling to do themselves. The doors of the Carter-Junior Republic opened to him, and instead of a reformatory he entered a hospitable country mansion, surrounded by acres of orchard, woodland, meadow and field. Here he could feast on the fat of the land. Swimming, rowing, skating, coasting, horseback riding, trapping, nutting, baseball, football, and every other recreation to which every boy has a God-given right. A prescribed amount of work, under supervision, would teach him the value of life's comforts and privileges. The system of self-government offered him a splendid training in self-control and a knowledge of the government under which he was to live as a mature citizen. Did all of these opportunities for recreation, self-improvement and home comfort appeal to Jack Macy? Not at all. Eight times he ran away, and eight times he was brought back. Away to the streets and degradation, and back to home, love and care. He ran away because he felt he had a right in the home of his own people, and that he was being made the scapegoat for his father's transgressions. This feeling made him desperate, defiant, lawless, ungrateful, treacherous and disloyal. He feared no punishment, listened to no suggestions, was deaf to reason and scorned affection. His attitude only made us the more determined to reach him. The efficacy of the system was at stake. Eight

times the deserter appeared before the boy judge for trial, was put to work as a common prisoner under the direction of the boy officer, while the citizens in good standing regarded him with contempt. One redeeming trait was alive in Jack Macy's breast: his pride. He had never been intended by nature to be an underling. He began to realize that there was nothing to be gained by running away, and the determination seized him to accept his changed circumstances and make the best of them. He became intensely interested in athletics. The athletes from a neighboring college came out to spend an afternoon at the Republic. The tip was given them, and Jack Macy was paid a little attention and given some encouragement along the lines of sport. He was no longer an underling. His stock of self-respect took a wonderful rise. He was occasionally permitted to go into town to watch the college teams in practice, and one splendid fellow entertained him at his club for dinner. Jack Macy took a fresh lease on life. His athletic ability made him popular among his fellow citizens, he began to command their respect, for there is no place where a boy will show his real self more consistently than on the athletic field. He was elected by the boys to one office after another until finally he was appointed to the most responsible position in the Republic, that of Judge of the lower court. The boy who had countless times been a defendant in this court now sat on the bench, and for three years administered justice with perfect satisfaction to all concerned. His word was law on the playground, in the fields and in every department of the



A Young Teamster.

boy's life. One could govern the whole citizen body through Jack Macy. He had many defects of character, some at times giving us great concern; but he recognized the honesty of purpose behind all the effort in his behalf, and his whole attitude changed. Barriers of distrust were broken and a bond of mutual affection established that revived the innate refinement of the lad, strengthened his self-respect, and made him intensely loyal. Proper environment stimulated the inherited characteristics of decency that were his, he caught the vision of what God wanted him to be, and in this hour he was given the help and encouragement needed to fulfill this expectation.

Finally the parting of our ways came. He realized that his life with us was only a foretaste. He wanted the real thing and desired to make his own way. Six years had bound us

together with ties of eternal interest and affection. We were able to locate him in the office of one of the largest industries in this country. There he has made good, winning the confidence and respect of his employers, having been advanced steadily in position and salary. We found him stranded in that same city to which we have returned him a useful, respectable citizen. In his life is written the history of the Carter Republic during its years of foundation. "The life we live is God's life in us; the power we use in God's power through us. The life is omnipresent; the power is inexhaustible." It is something to make a boy self-respecting and self-supporting. To have broadened his mind, strengthened his will, enlarged his purpose and developed God's life in him is far more. The one saves the boy to the Commonwealth of men, the other for the Commonwealth of God.

Adolescence

MRS. CHARLES DICKINSON

This word is from the Latin language and means youth. In the early days of the race this was a period of great importance and it was celebrated in ways which indicate that the crisis was of national interest, as well as of personal value and importance. It was the time when a boy ceased to be a youth and became a member of the tribe. He took his place among the men after showing his power to endure pain unflinchingly. Drawing a tooth; stinging with wasps or ants; tattooing with sharp stones; bleeding; circumcision were practiced to celebrate the advent of puberty. The test of a well-spent childhood, among savage tribes, was ability to speak the truth and to shoot an arrow straight; this custom of truth-telling shows that the ideals for the adolescent were not limited to his physical organism, but included mental and moral strength, implied in the habit of truth-telling. If the unevolved races valued truth to this extent no modern mother should prevaricate to her child concerning this or any other subject. Doubtless many persons deceive and lie regarding sex matters, because it is a very difficult subject to present to any one, especially to a child. Because it is of great importance and of universal interest and concern to every one there must be a desirable way to give it to our children.

What is it that we wish to teach? We wish to teach the normal sex life of the human family. That is exactly it; but just how to proceed is the question. We had no difficulty in teaching our children the sex life of plants. We said to them: "An apple child has

parents as truly as a human baby has. Take away the five green sepals and the five white petals, which we may call the clothes of the apple, and we still have the essential parts of the blossom left. The five central points, about half an inch long, are called pistils; the twenty or thirty or forty or more points which stand around the pistils are called stamens. The pistils are the female part of the flower, the stamens are the male part of the flower. When the bloom is ripest the heads of the stamens produce a substance called pollen, which looks like a yellow powder. This yellow powder, carried by the bees, or blown by the wind, is deposited on the tips of the pistils, where it remains for a time, but gradually worms itself down the pistil until it reaches the ovary; that is, the base on which the pistil stands. The pollen contains the germ of life and makes the ovary alive, or fertilizes it, as we usually express it. The stamens and the pistil disappear, but the ovary grows on through several months, until at harvest time we pick it and call it an apple. The pollen fertilizes, but we do not know how; it is the mystery of sex life in the orchard among the fruits. We know the method and can explain this much, but still we do not know the secret of life.

"The mother fish lays her eggs in some sunny nook of the stream. Her mate comes, and from his body pours the fertilizing fluid over the eggs. The life germs, from the milt of the male, enter the roe of the female and cause the eggs to live. The eggs, warmed by the sun, grow until at last the little fish bursts the shell and swims out. All animals are born from

eggs and there is food in the egg to nourish the unborn creature."

All this, and much more, we teach in our primary grades and think it quite suitable for our children. Why do we find the next step so difficult? Probably we find human sex a difficult branch of biology, because we are likely to mix the emotional with the structural and functional parts of the physical organism. The emotional aspect has no place here, it should come later and have a place apart from the anatomy and physiology of the human family. Human sex should be taught from a scientific, natural and unemotional point of view.

The age of puberty is from 12 to 18 in the male, and from 10 to 18 in the female. Puberty means hairy; hair first appears in the pubic region under the arm-pits, and at last the beard appears in the male. Growth of the thigh bones may be so rapid that the muscles cannot keep pace with these bones; then, as a result, the muscles stretch unduly, causing what our grandmothers called, "growing-pains." These are often severe, as we adults can testify, if we recall our youth. On the other hand, the muscular system may grow faster than the bones and the boy becomes clumsy, because he cannot well control his movements. This is the time when one suffers from an exaggerated sense of self-consciousness. Now is the time for a tactful and sympathetic mother to help her son to forget self. We recall a boy of fourteen who had grown a great amount of leg and arm and was almost bursting out of his last suit, and he asked his mother: "Mater, when will I probably reach my awkward age?" Fortunate boy, who is

not made uncomfortably self-conscious at this period.

There are many variations at this time; the voice changes and the sex organs mature. If the mother or teacher, having children in charge, does not know the names and functions of these organs she should study a standard author until she is prepared to teach these scientific facts as she would any other branch of science. There is too much talk about the subject and too little direct, wholesome teaching of the subject.

Every youth should be interested in his growth and proud of his development. A boy of fifteen is quite old enough to understand the principles of right living, and he is mature enough to follow them. A girl of fifteen is old enough to learn the laws of maternity, and the possibilities of her sex nature. Perhaps we shrink from destroying the innocence of our children; let us not mistake and confuse ignorance with innocence. It is not innocence that makes our boys and girls foolish and sometimes even erring, but it is lack of proper training in both parents and children. It is not direct scientific training that causes trouble, but it is partial and perverted knowledge. It may be that the inadequate knowledge is the initial mistake and leads to many things which continue to aggravate the situation, as the unnatural stimulation of rich food, unwholesome literature, immodest pictures, late hours and premature social life.

Children should rejoice in life and do their share to control and perfect themselves; Nature will do hers.

References: Warren, Stanley Hall, The Bible.

New Opportunities for Blind Children

By O. H. BURRITT

Emerson once said, "America means opportunity." We who are interested in the education of the blind welcome this opportunity in America at this International Congress on the Welfare of the Child to enlist the sympathetic interest of so many representative women of the nations in the problems that press us hard for solution. For blindness is everywhere. No nation has escaped its dire results. There are in the United States to-day probably over 100,000 blind persons. Fully 13,000 of these are under twenty years of age.

The "New Opportunities for the Blind" to which your attention has thus far been directed have had to do with the prevention of preventable blindness and with the aiding of worthy and capable blind adults in their efforts, at times almost heroic, to engage in the world's work to provide for themselves and their families a respectable living. It is my purpose to show from actual records the conditions of blind children when they enter school, and to suggest ways in which they may be so helped before entering school as to increase in many, many cases almost immeasurably the probabilities of efficient living.

From 1899 to 1907, Mr. Allen, for seventeen years the efficient principal of the Pennsylvania Institution for the Instruction of the Blind at Overbrook, a suburb of Philadelphia, has made and filed for future study the records of about 275 new pupils who entered the school during these eight years. These records were the writ-

ten results of the careful observations of a very intelligent and sympathetic body of teachers, with a view to ascertaining the capabilities of blind children upon entering school. These records, let it be understood, were almost entirely independent of the facts given usually by parents or guardians, and were filed within one month from the date of entrance into school, in the form used in making application for the child's admission to school. Among the observations recorded are those upon the degree of blindness, previous schooling, degree of intelligence, the expression of the face, how time at home was spent, the use of hands, condition of hearing, any evident disease or impediment, nervous symptoms, peculiarities of sitting posture or of head position, habit movements, fingers in eyes, skin habit, blushing, dreaminess, power of application, desire to learn, and ambitions for the future. It is from these records and from the application forms that I have procured the data for this paper.

Careful observation shows that blind children are about two years behind seeing children of identical age. This handicap is apparent very early in life. I have seen it stated that the blind child walks at as early an age as a child with sight, but I have never seen any data to warrant this statement. I have carefully collated the answers given by parents to the question, "At what age did the applicant first walk alone?" Of sixty-six pupils now at Overbrook, who have been to

tally blind from birth or early infancy, only fourteen, one out of seven, walked at one year of age; twenty-nine learned to walk between one and one and a half years of age; and eighteen, or three out of every eleven, between one and one-half and two years of age. Two girls did not walk until two and one-half years of age; two others were three, and one boy was between five and six years before he walked unaided. Notwithstanding the late age at which the majority of these sixty-six children walked, not more than eight are distinctly backward children; and four of these walked before they were a year and a half old. Twenty-seven out of sixty-six—approximately three out of seven—did not walk until after eighteen months old. Among nine children who did not walk until two years of age, only three are distinctly backward children, three are of average ability, and three are among the best minds in school. The majority of seeing children walk between ten and fifteen months of age. Our data show that normal blind children can walk as young as seeing children—fourteen walked by the time they were a year old, twenty-nine by the time they were fifteen months of age. Why do not all blind children walk at this earlier age? What can be done to reach this result? Children learn to walk partly because of a natural instinct, partly because they imitate others and are encouraged by them in their early efforts. A little more encouragement and personal attention at the beginning need to be given to the child without sight.

A blind child can learn to wash his face and hands at as early an age as a child with sight, and it is vastly

more important that he should do so. All children naturally take into their hands any object which interests them and about which they wish to know. But sight aids the seeing child. The blind child must get his most exact knowledge of most objects by handling them; hence the need for frequent washing. They will not always remove all the dirt, but how is it with our seeing boy or girl? Forty-three new pupils have been received into our kindergartens at Overbrook within the past three years. Not one of these could wash himself unaided; yet two-thirds of the number were eight years of age or older. It is *easier for you*, fond mother, to snatch the child up in your arms, carry him to the wash basin and wash him yourself. It is *infinitely better* for the child to send him to the basin to wash himself, *even if you must eventually wash him yourself*. In the first instance he is learning dependence; in the last, independence and self-reliance—the first great lesson our sightless boy or girl must learn.

Of thirty-one children blind from birth or early infancy who came to Overbrook between four and eleven years of age, only ten, approximately one out of three, could dress themselves, and two of these were only five years of age, and two only six. Of the twenty-one who were unable to dress, nine were over eight, and three were over ten years of age. Fourteen, or exactly two-thirds of those who could dress themselves, learned to do so within three months after entering school, four were slow in learning, but all except three have learned. Two of these three are eight years of age and have been received

this year. They are very backward, if not feeble-minded, and are being carefully observed to learn whether they have sufficient mentality to be retained in school. Of forty-three pupils received at the kindergarten during the past three years only eighteen, or three-fourths, could dress themselves when they entered school, but ten learned very quickly.

But if only one out of every three children coming to school can dress themselves and none can wash themselves, we should expect a much larger percentage would be capable of supplying for themselves so primitive a need as the demand for food when it is placed upon the table before them. Yet less than one-half of the forty-three new pupils received at the kindergarten during the past three years were able to feed themselves. These twenty ate fairly well with a spoon. A little girl eight years of age, our kindergartner reported soon after she came, "had not enough interest in eating to take a bite without prompting; chews very poorly; can scarcely feed herself with a spoon." A lad six years of age came to our kindergarten April 24th, 1899. The first day "he cried and tried to get away when placed at the dinner table. At first he refused to eat from a spoon, would lick gravy from fingers." Two days later this record was made, "Does not like to sit at table to eat—wants to have a piece of dry bread and walk around while eating it. When placed at table he screams, cries, kicks and pounds when he is served. Does the same thing when he wants more or when the food does not suit him." May 15th, three weeks after he came, we read: "This morning for the first

time he tried to feed himself. After he had had two plates of oatmeal he was given a little more, and Miss H. put the spoon in his hand and had Ella (the maid) tell him he must learn how to feed himself. At first he cried and said he couldn't and wouldn't. Ella told him if he wanted it he must feed himself. Then he tried and did very well. The same thing happened this noon." J—— is now fifteen years of age, has been in school nine years, and during this time has completed kindergarten and six of our eight grades. But J—— can never be an efficient man. If he could have been taught during his early plastic years the things he ought to have learned during these years, his efficiency would have been at least doubled. As it is he will always be to a greater or less degree a dependent upon the charity of relatives or interested friends, or an inmate of an almshouse.

But the ability to wash, dress and feed himself is, after all, a question of having good use of the hands. Of sixty-six pupils totally blind from infancy now in the school at Overbrook, thirty-six, or six out of eleven, are recorded as having good use of their hands when they entered school, twenty-two as having only fair use, and eight poor. Of ninety pupils totally blind from birth only forty-three, or less than one-half, were noted as having good use of their hands, twenty-seven fair use, and twenty poor. In other words, more than one-half of these pupils did not have good use of their hands. It has been an interesting study to seek to learn why some totally blind pupils have such excellent use of their hands, while others are so awkward and clumsy. Among

thirty-six girls totally blind from birth, who came to school between four and fifteen years of age, twenty-four, or two-thirds, had good use of their hands. An examination of their application blanks shows that these girls were occupied at home before entering school in some one or more of the following ways: "Spent much time in playing with other children or with dolls; helping mother about the house by washing and drying dishes, making beds, dusting, shelling peas, etc." Marion, seven years of age, "helped mother about the house in a playful way; has a small ironing board which she uses when her mother irons." Not one of the nine girls who had only fair use of hands is reported as in any way aiding about the house; four were said to be "generally active." Among thirty boys totally blind from birth, entering school between the ages of four and one-half and eleven, only thirteen had good use of hands, twelve fair, and five poor. Those who had good use of hands were "generally useful about home; playing with brothers and sisters, or with other children, playing with toys or with pets." "Rocking in a chair and playing alone" were the occupations of the five boys who had poor use of their hands.

The close parallelism between good use of hands and natural incentives to free play is noticeable and significant. Among thirty-six pupils blind from infancy who had good use of their hands, about twenty-three, two-thirds, had brothers and sisters of near age, thirteen had not; but of these it is definitely stated, in the forms of application, that they were constantly busy playing, either with other chil-

dren or with toys or dolls; or they were fortunate in having mothers who taught them to do many simple but helpful things in the home.

The relation between the use of the hands and the degree of intelligence is noteworthy. Among forty-eight boys who had good use of their hands, forty-five, fifteen out of sixteen, are noted as possessed of average intelligence, and only three as backward; of twenty-three having fair use of their hands, twenty-one were of average intelligence, and two were notably backward; but of nine who had poor use of hands, eight were distinctly backward, and only one was recorded as possessed of average intelligence. Among sixty-six girls who were observed as having good use of their hands, fifty-eight, or nearly ten out of eleven, were noted as possessing average intelligence, and only eight as backward; but eighteen having fair use of their hands, only eight had average intelligence, and ten were backward; and the four noted as having poor use of the hands are four of our most backward girls. Of a total of thirteen pupils who, upon entering school, had poor use of their hands, only one was thought to possess average intelligence, while twelve were recorded as backward. As these 168 pupils considered are still in school I have had an opportunity to observe them, to confer with their teachers, and to study them with some care. These observations show that every one of these eight children who when they came to school had poor use of their hands is in the class of our most backward and least promising pupils. The conclusion seems to be that all our pupils who give rea-

sonable promise of efficient service after leaving school are of the number who use their hands well, and that, without a single exception, those who have poor use of their hands will be absolutely dependent all their lives long. Now, facility in the use of the hands can be developed only in childhood, while there is the greatest plasticity of the material we seek to mould. It cannot be developed in young men and young women. How important that every parent should know this, and how essential that the parent of every blind child should know it, that he may do all within his power to make possible a successful career in the face of a fearful handicap!

No one can work long among blind children without a realization of how general among them are several unfortunate mannerisms, which, by reason of being peculiar to them, are often spoken as blindisms. I refer to such habits as putting the fingers in the eyes, shaking the hands before the face, biting the fingers or finger nails, standing in one place and whirling about, rotating the head in a semi-circle from right to left, rocking the body backward and forward while sitting—a habit acquired through weeks, months, or even years of patronizing mother's rocking chair. So perfectly do some children acquire this habit that they will sit literally by the hour on an ordinary chair, a piano stool, a bench, or the doorstep and enjoy the pleasurable excitement of rocking without a rocker. But we must not blame the child for these unfortunate, even repulsive, habits. It is nature's call for the utilization of stored-up energy. Our duty as parents and as teachers of blind children is to

study earnestly to supply suitable ways for the expression of the natural desire to use this potential energy.

At what age should the blind child enter school? As in the case of children with sight, this is a matter to be determined concerning each individual child. If our blind child is blessed with a father and mother who have the time, patience and wisdom to see that he romps, runs errands about the house, yard and barn, dries dishes, turns the wringer for mother or sister when the washing is being done, helps make the beds—in short, will study to find the greatest varieties of ways possible for him to utilize for his future advantage that energy that otherwise will express itself in shaking the hands before the face, biting the fingers or the finger nails, swaying the body to and fro, or rocking vehemently in the rocking chair—then he may well remain at home until eight, nine, or even ten years of age. Blindness is found to be most prevalent among the poor, where father, mother, and every member of the family must contribute to the support of the household. It usually happens that there are several children in the families, and the natural instinct to play is sufficiently strong to draw our blind child out of himself and engage him in various games with the other children. If these are the home conditions, our sightless boy or girl is better off than the child of over-indulgent parents who may be in more comfortable circumstances. Fortunate, indeed, the blind child whose parents are too much occupied with the daily round to interfere with nature's strongest instincts. There is great diversity among our American schools for the

blind as to the age at which pupils are admitted, but the minimum age has been steadily lowered until fifteen schools announce that they admit children under eight years of age, and seven have no age limits. On the other hand, six schools will not receive children under eight, two under nine, one under ten, and one demands that they must be twelve years of age before their doors will swing open to admit them. We at Overbrook have no age limits for admission, but of the forty-three new pupils received into our kindergarten within the past three years, only one-third was under eight years of age. Our schools have been gradually forced to admit children at a younger age because the efficiency of so many has been negated by a failure on the part of parents and guardians to know and to do wisely by them. We have learned by experience that the way a child blind from early childhood occupies his time until he is twelve years of age, in the vast majority of cases, determines whether he will be an independent, self-reliant and efficient member of society, or a pensioner upon the charity of his family or friends, or, if without these, an inmate of an almshouse. As educators of the young blind, we feel that some plan ought to be devised to disseminate more widely among the parents of sightless boys and girls the information that has been culled from years of experience in the teaching of blind children. Many parents do not know the possibilities for their blind children. When this information is brought to them, they welcome it, and at once proceed to act upon it.

The condition of blind children

upon entering school being as I have described, what can be done to overcome this initial handicap? A few simple suggestions—well known to those who know the blind, but not so familiar to the mother of the little blind child—are made with the hope that they may be found helpful to some who are earnestly seeking to train a sightless child to live a happy, useful and independent existence:

1. Remember that it is all human probability your blind child will outlive you, and that much that you do for him out of a heart overflowing with love and sympathy will not be done for him by anyone except a loving parent. Do you not then see how great a kindness you are doing him by teaching him to do as many things as possible for himself?

2. See to it that he learns to walk as early as a seeing child of equal strength. Do not forget that he lacks some of the incentives that the child with sight possesses. *He sees* a ball or a top, a book or a doll on the floor, and forthwith he starts to get it. By frequent observation he has learned that his older brother and sister, father or mother, reach what they wish most quickly by walking to it. Thus imitation and instinct combine to aid the seeing child in learning to walk. But your blind boy may not know that these playthings are on the floor. Take pains to have him know it, and then encourage him to go after them, nature's way first, by creeping to them; later, give him your hand to aid him, but gradually withdraw this help until some unexpected day he will reward your patient efforts to make him thus early as near as possible like your seeing child.

3. Encourage him in every possible way to play. Give him simple things, but as great a variety as possible. He should have a rubber ball, a set of blocks large enough for him to pile up and then knock over, a set of dominoes with the spots sunken is admirable, and a little later, if you encourage him in it, he will learn to count by means of them; still later to play as good a game of dominoes as you with your two good eyes. Provide him with a sand pile, a swing, a see-saw, a coasting trolley, an inexpensive one can be made with a rope and an ordinary pulley.

4. Have him learn to wash hands and face, he will think this great fun; he will get his dress or his waist wet and afterwards it will be more easily soiled; never mind, boys and girls are of more importance than clothing.

5. Teach your blind boy or girl to dress himself as early as you can. Over and over again our field officer, Mr. Dalfino, finds blind children whose ages range between six and twelve years who are unable to dress themselves. Though himself blind and having but one arm he gets hold of such a boy, has him take off his waist and then see if he cannot put it on alone; he can't do so at first; the necessary assistance is given, off comes the waist again; again the process is repeated. Next is the learning to button the waist. If the mother is skeptical, and in the case of a young blind child she almost always is, particularly if she has not taught him to do these things for himself, the blind field officer unties his own shoe string and without sight and with one hand only he ties a double bow knot; or his necktie, and ties that whether it be

a "bow" or a "four-in-hand." The field officer does not feel it necessarily incumbent upon him to teach the child how to do it, but he does; he feels it his duty to make the parents feel it their duty to teach, and their blind child's right to be taught how to do all these necessary things for himself.

6. Don't forget that the normal blind child, *if taught early enough*, can learn to eat as well as a child with sight, and you have no right to make more conspicuous your sightless child, by failure to teach him to do so.

Now what can be done to teach these blind children and their parents earlier and thus make more possible, even probable, a successful life even against such great odds?

First. Multiply "field officers," home teachers, association like the New York Association for the Blind, societies like the Scotoic Aid Society of St. Louis, and permanent commissions for the blind as in Massachusetts. Our field officer has visited over 4,200 blind people in Pennsylvania and 250 in Delaware, these since 1903 working between five and six months of the year. As one result of his work the number of annual admissions to our school has been doubled. An average of seventeen new pupils for the past five years who would otherwise not have entered school have come to Overbrook.

Statistics show that the field officer's work is more effective in bringing children to school than a compulsory education law ever has been. Second. Multiply kindergartens and get children to them at a young age, if they have unsuitable homes.

Topical Outlines for Monthly Mothers' Meetings

MARY LOUISA BUTLER

Pictures and How to Utilize Them

TOPICS

1. Effect of pictures in :
 - (a) The Home.
 - (b) The School.
2. Name six pictures that every child under twelve should know.
3. Give brief histories of each and short biographical sketches of the artists.
4. Tell a story of one picture to illustrate how such information can be given to a little child.
5. Ideal pictures for the nursery :
 - (a) What?
 - (b) Why?
6. Value to a neighborhood of circulating pictures.
7. Value of scrapbooks for children to contain :
 - (a) Reproduction of the world's truly great pictures.
 - (b) History of each.
 - (c) Sketch of artist, written in the child's own language.

In presenting this topic for study the aim is not so much to secure discussion from a scientific standpoint as to seek and ascertain what relation pictures bear to the best development of the child, and how with little or no technical knowledge of art parents and teachers may bring children into these relations; how they may also "become familiar not only with works of art, but will come in touch with the lives of those who have tried to express with light and shade the divine

life as found in the Saviour Christ" and in works of creation.

In studying a picture there are many things to be considered, but these two or three should be always in mind :

1. Who is the artist?
2. What is he trying to say?
3. What does the picture say to me?

Some one has said: "You know the family is the most beautiful thing in the world. The children of St. Michaels once looked through old magazines sent to the school for pictures of families. A loving mother was found in one, a child in another, but when little Ludovica found a real mother with a baby on her lap, and everyone was so happy over it, it was cut out and put on the wall beside the Madonna."

"To be a great artist one must have a great soul, a high purpose, a noble ideal, the best material in which to work and power to produce worthy and enduring results. So among artists I would place the preacher, the author, the schoolmaster; but highest of all I would place the mother. Who has such material to work in as the plastic substance of a child's soul? Who has so high an ideal? Who works for such vast and enduring results?"

REFERENCES.

"Historic Art Studies," Ruth Janette Warner, and "Famous Authors

of America," Adella L. Baker, are two small, inexpensive books, illustrated with photo blue prints that are very suggestive in ways for utilizing pictures both in homes and schools. If illustrations in black and white are preferred, send two-cent stamp to Mrs. E. M. Perry, Malden, Mass., or Soule Photograph Co., Boston, for catalogues and price list of unmounted pictures, in which will be found reproductions of the great pictures both in ancient and modern art.

"Kindergarten Principles and Practice" (chapter 8), Kate D. Wiggin, Nora A. Smith.

"Child Stories from the Masters," Menefee.

"Sacred and Legendary Art," Jameson.

"Picture-Work," Hervey.

"Child's Christ-Tales," Proudfoot.

"Interpretive Picture Studies," Miller.

The list of books for reference is intentionally short, but those named are rich in suggestions. Any good cyclopedia will contain helps in studying biographies. Clubs having access to large public libraries and art stores will find no end of interesting aids for the study of this important subject.

"Playing for Keeps"

By SOMEOFUS

Why are our children so good? Not, why are they so bad?

Joyously Johnny comes in from his game of skill with his pocket full of marbles. Marbles won because he had taken more time from the wood pile than other boys had; or, perchance, because his eye was truer, his head more steady, his judgment better than that of "the other fellows."

It is the agreement of the crowd that he whose skill gets the trophy shall keep it. They have not agreed to make an agreement; they just say: "Come on, Johnny, and play keeps!" and every "fellow" knows what the "other fellows" mean.

Johnny, in his pride, shows his idol—mother—the prize of the day. She is shocked! Johnny returns his winnings to their former owners in the morning.

On the morrow's evening his mother returns from her fun, her

game of chance, *seasoned* with skill. Joyously she bears her prize of the day. Father and mother go to a card party and in the morning proudly show their idol—son—the trophies of *their* game. Soon mother has a party, and several ladies take away packages—*their* winnings for the day.

Is it any wonder that Johnny says a preoccupied "good-night," and dreams of having "the fellows" in his back yard, and that one of them goes home with all of the little tops rolled into one big one, and all of the marbles rolled into one marble and then expanded?

He tells his mother. She, wise lady, seeing that such a dream may drift to an unsafe anchorage, explains that grown folks may, in their wisdom, do many things that children may not. "Keeps is the beginning of gambling! Gambling leads to the spending of more than one can afford to spend!"

Twelfth Annual Conference National Congress of Mothers for the Welfare of the Child, New Orleans, La., February 18-21

The Congress will open at 10 A. M. Thursday, February 18. There will be a morning and afternoon session. The evening will be given to witnessing the pageant of Momus. Friday, February 19 there will be sessions morning and evening. A luncheon in the French quarter of the town and an automobile ride will occupy the afternoon. Saturday, February 20, there will be sessions morning and evening. A boat trip is arranged for the afternoon.

A Sunday afternoon session will close the Congress. The program is in charge of New Orleans local committee. Visitors to the Congress can remain in New Orleans to witness the Mardi Gras festivities which occur during the days immediately following the conference. The program will have features of unusual interest: "The Child in the Home, the School and the State," will be the subject of the entire conference.

There will be exhibits and lectures illustrated by stereopticon, showing good work done in different places.

The Commissioner of Education will send a message to the Congress.

One evening will be given to the United States Government showing what it is doing through different departments for the benefit of the home and the country. The Department of Agriculture will send representatives to explain this and pictures will be shown.

Saturday will be given to a confer-

ence of Parent-Teacher Associations. The program is in charge of Mrs. Orville T. Bright, of Chicago, and Supt. Easton, of New Orleans.

Prof. Edgar J. Swift, of St. Louis, will speak on some phases of child psychology.

There will be conferences on child hygiene, child rescue work and on the report of the Rural Commission in regard to rural homes and schools and how to make life easier and more attractive for farmers' wives and children.

Members will have the opportunity to participate in the conferences.

February is the month of roses in New Orleans. The opportunity to see that city under the most favorable conditions is offered by attending the Congress and Mardi Gras—at a rate of little more than one fare for the round trip.

Those who expect to attend should secure accommodations before leaving home.

Mrs. Wm. Cudlipp, 1035 Fern Street, New Orleans, will give information concerning this.

Delegates expecting to attend should receive credentials from the president of their organization.

All presidents of Circles or Associations expecting to send delegates may receive the credentials to which they are entitled by writing to the Corresponding Secretary, Mrs. Arthur A. Birney, 806 Loan and Trust Building.

MEMBERSHIP

Any person interested in the welfare of the child may become a member of the Congress by payment of two dollars annually.

The dues for members of Parents' Circles are ten cents per member, five of which goes to the State, and five to the National Congress.

Other organizations may affiliate by payment of three or five dollars an-

nually according to number of members.

Those who wish to have reservations in the special cars which will leave Washington, February 16, should communicate with Mrs. W. F. Holtzman, 1214 Twelfth Street, Washington, D. C.

Special cars may be secured from any other point, provided there is a sufficient number to warrant it.

Special Railroad Rates for the Conference National Congress of Mothers.

New Orleans, February 18-21, Including the
Festival of Mardi Gras

CENTRAL PASSENGER ASSOCIATION

Office of the Commissioner.

CHICAGO, ILL., December 14, 1908.

Circular No. 3710.

New Orleans, La., Pensacola, Fla., and Mobile, Ala., February 18-23, 1909. Mardi Gras Celebration. (File R 158.) Two cents per mile in each direction from Central Passenger Association territory to Ohio River gateways (viz. Cincinnati, Louisville, Evansville and Cairo), added to following fares tendered therefrom (these tendered fares being applicable only via routes via which standard short line one-way fares apply):

From	To New Orleans	To Mo- bile	To Pensa- cola
Cairo, Ill.....	\$16.70	\$14.45	\$16.25
Cincinnati, O.....	21.25	19.85	19.85
Evansville, Ind.....	18.00	16.85	16.85
Louisville, Ky.....	19.25	17.45	17.45

Sufficient to be added where neces-

sary to make round-trip fare end in "0" or "5."

Tickets of standard non-transferable ironclad signature Form 2-A, good going and returning via same route only, to be sold on February 16, 17, 18, 19, 20 and 21. Tickets will be good leaving New Orleans, Mobile or Pensacola (to whichever point ticket reads), on return trip not later than midnight of March 1, 1909, with privilege of extension to leave New Orleans, Mobile or Pensacola (to whichever point ticket reads) not later than midnight of March 13 by personally depositing ticket with Special Agent at destination on or before March 1, 1909, and payment of fee of \$1.00 per ticket at time of deposit. Tickets used for return passage from New Orleans, Mobile or Pensacola not later than open limit of March 1, 1909, will be validated by agents of terminal lines over which such tickets

read. All tickets deposited for extension of limit will be validated in name of Joseph Richardson, Special Agent.

Location of Special Agent's office will be announced later.

Stop-overs on either the going or return trip, or both, will be permitted by Southern lines at the same points and under the same conditions as apply to regular Winter tourist tickets, as shown in Joint Passenger Tariff No. Exc. 3733 of Southern Lines; provided that on going trip passengers must reach New Orleans, Mobile or Pensacola (to whichever point ticket reads) not later than midnight of February 23, 1909; provided, further, that passengers who have not had their tickets extended by Special

Agent at New Orleans, Mobile or Pensacola (to whichever point ticket reads) must leave last stop-over point on return trip not later than midnight of March 1; 1909; passengers who have had their tickets extended by Special Agent at destination must leave last stop-over point returning not later than midnight of March 13, 1909.

WESTERN PASSENGER ASSOCIATION.

Some of the railroads west of the Missouri River have granted a rate of one fare plus four dollars for Mardi Gras. Those who desire to attend the Conference of the National Congress of Mothers can learn details by applying at their home station to their local ticket agent.

Arrangement Authorized by the Trunk Lines Account Mardi Gras, New Orleans, La., February 18-23

Fare—Regular excursion fares to Washington or Trunk Line western termini plus fares tendered therefrom for the round-trip (from Washington, \$27.75, and from Trunk Line western termini, two cents per mile in each direction to Cincinnati, added to \$21.25), *going and returning via same route only.*

Dates of Sale—From Washington, February 17 to 22, inclusive, and from other points, February 16 to 21, inclusive.

Return Trip and Extension—Return trip must begin on date ticket is validated by agent of terminal line at New Orleans, which date must not be later than March 1, except that if ticket is deposited in person by the original purchaser with Mr. Joseph Richardson, Special Agent, New Orleans, not later than March 1, and fee

of \$1.00 paid at time of deposit, an extension of return limit may be obtained to leave New Orleans to March 13, inclusive.

Stop-overs—Stop-overs will be allowed in Southeastern Passenger territory at regular Winter tourist stop-over points, by deposit of ticket by original purchaser with ticket agent at stop-over point, but passengers must reach New Orleans on or before February 23 on the going trip and must leave last stop-over point on the return trip not later than March 1 if they have not had their tickets extended, and not later than March 13 if they have had their tickets extended.

CHAIRMAN OF TRANSPORTATION:

Mrs. W. F. Holtzman, 1214 Twelfth Street, Washington, D. C.

Announcement from Parent-Teacher Department, National Congress of Mothers.

MRS. W. S. HEFFERAN, Chairman

Although the National Congress of Mothers has always emphasized the necessity of closer coöperation between the home and the school, it has this year given a larger significance to the work by adding to the name "National Congress of Mothers" the phrase "and Parent-teacher Associations."

The object of this is to give all possible help in each State to the formation and maintenance of Mothers' Circles, Child Study Circles and Parent-teacher Associations, and to spread the knowledge through such organizations of the Mothers' Congress work in all its branches.

The chairman of this committee has corresponded with women of the twenty-two States, which are members of the National Congress of Mothers, and is collecting in this way much valuable information as to the strength of the work throughout the country.

There seems to be a lamentable indifference on the part of school patrons to the secondary school, and, except in a few States, there are no Parent-teacher Associations in connection with high schools. Where these exist they have been found of tremendous value, and while it is not possible to measure their service to the children in terms of specific things done—yet, it is possible to point out certain important things accomplished.

Parents and faculty have together considered and solved for the high school the problem of fraternities and sororities, and, to take the place of

these undesirable societies and gratify the right and natural desire of the young for social pleasures, they have set in operation a peculiar and delightful, pleasant and successful form of social gathering by the establishment of the afternoon party presided over by parents and teachers; they have provided at least one model playground; they have discussed intelligently and constructively the question of athletics, home study, technical work in high school, value of elective system in high school, necessary modifications in course of study, and other topics of vital importance to the critical period of life-adolescence.

Will you form such a Parents' Association in connection with the elementary and high school in which you may be interested? The chairman would be grateful for information in regard to such organization already formed and would be very glad to correspond with all who are interested to the end that the work may grow throughout the States. Circulars of information, samples of programs used in associations already formed, and loan papers and study outlines for mothers will be sent on application.

Next to the work which we do directly in the home ranks this work of bringing the home and school into sympathetic relation, and I ask the hearty coöperation of all interested in this work for the welfare of the child.

MRS. W. S. HEFFERAN,
Ch'n Parent-teacher Department.

New Orleans Local Committees of Arrangements

PLACE OF MEETING:

MRS. A. BAUMGARTNER,

Chairman,

1131 Delachaise Street.

MISS SOPHIE WRIGHT,

Vice-Chairman,

1440 Camp Street.

HOTELS AND BOARDING HOUSES:

MRS. WILLIAM CUDLIPP,

1035 Fern Street.

RECEPTION OF DELEGATES:

MRS. GEORGE D. MOORE,

1820 Terpsichore Street.

HOSPITALITY AND SEEING NEW

ORLEANS:

MRS. CHAS. SEIZENDAUNER,

2621 Desota St., above Canal St.

MRS. S. D. GRAHAM,

1221 Webster Street.

PRESS AND PUBLICITY:

MR. L. BLOCK, *Chairman,*

1204 Barrachs Street.

DECORATIONS:

MRS. GEORGE WIEGAND,

Chairman,

2014 Canal Street.

MAGAZINE:

MRS. H. W. LIPPINCOTT,

1627 Spruce Street.

PROGRAM AND PRINTING:

MRS. JOS. P. MUMFORD,

721 Spruce Street.

BADGES:

MRS. ALEXANDER MARCY,

Riverton, N. J.

TRANSPORTATION:

MRS. W. F. HOLTZMAN,

1214 Twelfth Street,

Washington, D. C.

PRESS:

MISS JANE A. STEWART,

762 South Fifty-first Street,

Philadelphia.

Children's Council at Washington

President Roosevelt has issued a call for a Council in Washington to consider the needs of the children and the methods that will conserve their welfare; especially those who are dependent. The effort to secure a special department under the Government for children has come from men and women in all parts of the country.

There can be no question that this

Council called by the President will direct attention to the children and will result in great improvement on many lines. The National Congress of Mothers has had for a plank in its platform "The systematic work of the Congress for eleven years has been a great factor in the general awakening to the children's needs, and we rejoice that other National organizations of women are coöperating in the movement."

Complete program will be published in the February Magazine

State News

IDAHO

An important meeting of the Executive Board of the State Congress of Mothers was held at Boise in December.

The members were addressed by Superintendent Meek, of the city schools, who assured the Board of his hearty coöperation with them in the work they are doing. Mr. Meek spoke to the women on the great good which had been accomplished by "Parent-Teachers' Associations."

Mr. Meek was most optimistic in his remarks on the educational future of Idaho and stated that he considered the Mothers' Congress of an inestimable help to this interest, particularly in the line of industrial education. On being requested to do so by the Board of the Congress, Mr. Meek promised to arrange a series of meetings where the departmental instructors of the Boise schools could address the parents on the importance of this branch of the school work.

During the business session which followed Mr. Meek's address it was decided to ask the Program Committee of the State Teachers' Association to arrange for a place on its program for an address by the President of the State Congress of Mothers, to the end that a closer affiliation between the two organizations might be secured.

The Board also decided to ask the assistance of all other organizations interested in the subject to coöperate with them in bringing Judge Ben Lindsay, of Denver, to Boise some time during the winter.

IOWA

The Iowa Mothers' Congress Round Table formed an important part of the program of the State Teachers' Association at its fifty-fourth annual meeting in Des Moines, Dec. 28 to 31.

"Child Study," by Mrs. A. O. Ruste, Charles City; "Child Literature," by Miss Tyler, and "Child Amusement," by Miss Margaret Walker, were the subjects discussed.

The coöperation between the Iowa Congress of Mothers and the State Teachers' Association offers a valuable example to other States. Doubtless the opportunity thus afforded for conference between mothers and teachers is most valuable.

LOUISIANA

Further recognition of the good work which the Louisiana Mothers' Congress is doing in the direction of the development of schools and good roads came recently in a letter to Mrs. De Garmo, from Elmer Ellsworth Brown, Commissioner of the Bureau of Education in the Department of the Interior. The letter said:

"It is an extremely interesting thing that you are doing in Louisiana in bringing together the good roads movement and the good schools movement. They belong together. For the most important good roads are those that lead to schools and they are often so nearly impassable as to interfere seriously with school attendance.

"I am so much interested in your undertaking that I am making a brief reference to it in my introduction to the annual report of this office for the year 1908, which is now in the press.

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AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood. To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.